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AUTHOR Olembo, Jotham Ombisi
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ABSTRACT

The availability and characteristics of graduate programs in educational administration offered by universities in African and Caribbean countries belonging to the Commonwealth are summarized in this paper. The programs reviewed are offered by universities in the West Indies, Guyana, Zimbabwe, Tanzania, Kenya, and Nigeria. The paper notes that most of the programs are of very recent origin and are still undergoing significant changes in their organization and requirements. The paper outlines the history of the programs in general, citing specific programs as examples rather than discussing each individually. The characteristics typically found in the programs are reviewed, including size, admission requirements, degrees granted, degree requirements, and course content. The paper also comments both on the need for such graduate programs given the state of development of the economies in the countries concerned, and on the potential value of student exchanges among Third World universities offering the programs. Appendixes describe the courses of study in two specific programs: that leading to a Master of Education in Administration and Planning at Bayero University in Nigeria, and that leading to a Certificate in Educational Management and Administration at the University of the West Indies, Cave Hill. (PGD)

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THE PROFESSIONAL PREPARATION AND DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS IN DEVELOPING COUNTRIES WITH EMPHASIS ON THE COMMONWEALTH CARIBBEAN

Graduate Programmes in Educational Administration
The Commonwealth Caribbean and Africa

by

Jotham Ombisi Olembo
Kenyatta University College
Nairobi, Kenya

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Graduate programmes in educational administration in developing countries is a wide subject. I have narrowed down the topic to the Commonwealth Caribbean and African Universities. Even in the two regions I was able to find relevant information on universities in West Indies, Guyana, Zimbabwe, Tanzania, Kenya and Nigeria. The universities referred to in my paper are relatively young and unknown internationally. To some extent, they may not even be well known within the Commonwealth Caribbean and Africa. However, the fact that graduate programmes in educational administration are offered in such institutions means that the subject has received the significance it deserves. Although the subject is offered in several universities, the number of students currently enrolled at graduate levels in the Commonwealth Caribbean and Africa is very small. Each of the universities discussed in the paper has less than five students registered for graduate degrees in educational administration every academic year. There are many applicants but the scholarships available limit the intake to a very insignificant number. Those academicians who spend many hours with a handful of students often wonder about the economics of mounting the programmes. What is encouraging is that the graduates of such programmes have been deployed in key positions, both in the public and private sectors, within the two regions.

Another observation expressed in the paper concerns exchange programmes for students and faculty members within the Commonwealth Caribbean and Africa. I am not aware of any scheme that promotes such an exchange. However, an exchange of that kind would benefit the recipients and the regions because of the exposure leading to the discovery of the prevalent similarities and differences within the two regions. Such discoveries, I am convinced would lead to joint research projects which, in future, would benefit the world community.

In the paper there are also discussions on the courses offered and the duration of the graduate programmes in educational administration within the universities of the Commonwealth Caribbean and Africa. Some universities offer master's degree programmes which take one academic year for full time students. Others require two academic years and twice that duration for part-time students. The programmes are administered in terms of coursework, examinations and thesis. Some universities simply require a master's or a doctor of philosophy thesis. A recent development among the universities in the two regions is to require candidates to do coursework, examinations and projects before they are awarded a master's degree in educational administration.

These introductory remarks, I hope, have synthetized the focus of my paper. I would, however, like to mention from the outset that significant progress has been made by universities in our two regions to develop and implement educational administration graduate programmes. My paper has dwelt largely on masters degree programmes although programmes leading to certificates, diplomas and undergraduate degrees in educational administration have also been discussed. A number of universities in the two regions have programmes leading to Doctor of Philosophy, Ph.D., and Doctor of Education, Ed.D., in educational administration, both of the degree programmes being research oriented. I am particularly critical of such degrees because some of the candidates admitted to them did not follow coursework programmes when they were studying for masters' degrees.

University Programmes in Educational Administration

The late Eric Williams, the founder and the first Prime Minister of Trinidad and Tobago, posed the following question: "Can the universities following overseas patterns, afford to think in terms of expanding graduate facilities when more and more potential undergraduates are knocking at their doors."[1] The answer is yes and no. In Africa considerable expansions have taken place in primary teachers' colleges, secondary teachers' colleges and universities' colleges of education. What inspired expansions and establishment of new primary teachers' colleges was a decision, taken by African leaders in 1960, aimed at providing universal primary education for all African children by the year 1980. As enrolments in primary schools rocketed demand for teachers increased, and the desire for training teacher trainers also increased. The best teachers' trainers happened to be graduates and therefore graduate programmes had to be mounted with financial support from the World Bank. The negative part of my response to the late William's question is exemplified, to some extent, in programmes leading to certificates or diplomas in education mounted by the various campuses of the University of West Indies and even African universities. The University of West Indies, in fact, is unique in the two regions for mounting programmes leading to certificate and diploma in Education (Administration of Schools). To be eligible for admission, a candidate must have been a successful internal student in an institution of teacher education for a minimum period of one year and have taught for three years; have had ten years of satisfactory teaching experience, although not having been an internal student in an institution of teacher education, provided she has been declared to be a qualified or certified teacher by the competent authority in his/her country. The course of study extends for one year.[2] Graduates of such programmes, in my estimation, are most suitable for administration positions related to primary education. However, senior educational administrators would require undergraduate degrees in the teaching subjects and master's degrees in educational administration and planning to handle the rapidly expanding educational system phased with numerous problems.

Another example of a programme leading to a Certificate in Educational Management and Administration is offered at Cave Hill, University of West Indies. The University of West Indies Certificate is intended primarily for experienced practitioners in the field of primary and secondary education now hold, or are likely to hold posts of special responsibility. It is designed to equip participants for effective leadership roles in the management and administration of educational institutions and organizations and in other supervisory management positions in the education system. To be eligible for admission, a candidate must be a trained teacher, that is, one who has satisfied the requirement of his/her territory for certification as such, with at least ten years approved teaching experience, or the status of a graduate of an approved university with at least five years approved experience. Candidates aspiring to the Certificate in Educational Management and Administration at Cave Hill take the following courses: Objectives and Organization of Education, Human Development and Learning, Sociology of Education, Theories of Organization and Administration; School Organization and Administration, The Government of

Education and Educational Organizations, Research Techniques and Research into Organizations and Evaluation and Assessment.[3] Some of the courses mentioned above are similar to those offered in graduate programmes in other universities. However, the graduate programmes are presumed to go into greater depth.

Graduate Programmes in Educational Administration

There are three observations I came across in the review of related literature which are relevant to a discussion on graduate programmes offered by universities in the commonwealth Caribbean and Africa. One of the articles appearing in the Statistical Reports and Studies, a Unesco publication, observed that: "In many African countries it was not until after 1965 that higher education really began to develop, or at least, to diversify."[4] Educational Administration and Management is one of the courses that was introduced much later in the universities in Africa as well as the Commonwealth Caribbean. Therefore, while discussing this paper one needs to appreciate the significant efforts that have been made within the last decade to incorporate educational administration and management into university programmes. Another observation, which needs to be borne in mind while discussing educational administration graduate programmes in the Commonwealth Caribbean and Africa, was made by Ronald Dore. He said, "In the third world countries, as more and more students seek higher and higher qualifications without the existence of jobs of appropriate levels in the modern sector of the economy, qualifications become debased as the numbers of educated unemployed grow." Dore continued to say, "Kenya's educational system is even more recently established; the country did not have the high quality academic schools open to natives as Ceylon did. After independence educational expansion was given priority leading to greater growth in school output than modern sector jobs."[5] This observation, I can assure you, does not affect teacher education in general and educational administration in particular. As a matter of fact, there is a great shortage of qualified teachers and school administrators at all levels of our educational system. Qualified educational administrators, in my opinion, would assist in reducing unemployment problems among the educated by ensuring that curriculum provides appropriate skills leading to employment. The last observation that is relevant to our discussion was made by William C. Strasser Jr. He said, "Universities are uniquely suited to help higher education personnel to develop their understanding of institutional management."[6] Without over emphasizing Strasser's point, universities in the Commonwealth Caribbean and Africa need to develop graduate programmes for training and in servicing educational officers. Some of our university Vice Chancellors, principals, registrars and permanent secretaries in the Ministries of Education may not be knowledgeable about educational management. When those mentioned above are considered along side their juniors, namely headteachers and education officers, the field for graduate programmes in the two regions is then wide open.

The University of Dar es Salaam is making efforts in that direction. One of the objectives of the Master of Arts (M.A.) programme in education is to train administrators, planners, and researchers for the Ministry of National Education and other educational insitutions in Tanzania and elsewhere.[7] The University of

Zimbabwe, on the other, hand has a Master of Education programme (Educational Administration) designed to meet the needs of those working in the educational system at all levels. The programme is expected to prove of particular value to teachers holding posts of responsibility, school heads, lecturers in teachers' colleges, inspectors, administrators, graduates working in formal and non-formal fields of adult education.[8] Universities of the Commonwealth Caribbean and Africa need not be reminded of their mission to provide skilled and effective administrators and managers for our educational systems, in particular, and also other sectors of our national economies.

Admission Requirements for Graduate Programmes Educational Administration

Many universities in the Commonwealth Caribbean and Africa seem to imitate universities in the United Kingdom, Canada, the United States, Australia and New Zealand. The admission requirements for graduate programmes, educational administration included, are at least undergraduate degrees. There are instances where admission requirements are even more stringent than those called for in developed countries. There are a few universities in the region that are breaking away from the traditional requirements. The University of Guyana would admit non-graduates into a Master of Education degree programme under special conditions.[9] On the other hand, the University of West Indies requires candidates judged by the school of education to be unsatisfactory to pass a written test before they are admitted into graduate programmes.[10] Generally, most universities in the Commonwealth Caribbean and Africa require a first degree in education or a bachelor's degree (arts or science) with a diploma or certificate in education as the basic requirement for admission into graduate programmes in education. For graduate programmes in educational administration, however, teaching and/or administrative experiences are additional requirements. The University of Zimbabwe, for example, requires a minimum of three years in approved educational work, while the University of Guyana insists on two years experience. There is merit in requiring some teaching and administrative experiences before admission into graduate programmes for educational administration. Candidates need to be familiar with practical aspects of educational institutions in order to appreciate the theories aimed at improving the skills of those involved in administering them. Practicum during the preservice training is also essential even though there is no evidence of such scheme for the master's degree programme I have analyzed in the two regions.

Duration for Graduate Programmes in Educational Administration

As mentioned earlier in my introductory remarks, the duration of study for a master's degree in educational administration differs from one university to another throughout the two regions. Five examples have been sighted to illustrate this point. At the University of West Indies candidates are required to follow the prescribed course of study over a minimum period of six terms. At Ahmadu Bello University in Nigeria a master of education with specialization in educational administration and planning requires four terms for full-time

students and four long vacations for part-time. At the University of Zimbabwe, on the other hand, the master of education degree extends over a period of one year for full-time students and two years for part-time. At Kenyatta College, University of Nairobi, the master of education programmes normally take two years for full-time students and are divided into coursework and research, each lasting one academic year. Last but not least, the University of Guyana requires one and one-half years for full-time students done by coursework, examinations, laboratory performance and thesis. One wonders why there should be a difference of one year duration between the University of Zimbabwe and the University of West Indies. Using my experience at Kenyatta University College, I would speculate the difference occurs because of the emphasis placed on the research. While some universities do not require a masterpiece thesis at this level, other universities do. Therefore, the time provided for research and writing of thesis does indicate the seriousness of work expected from candidates. There have been numerous instances where candidates have taken more than two years to complete masters' degrees mainly because of the time it takes to complete theses. Even when the thesis has been completed in time, there are further delays caused by external examiners and boards of examiners. In the final analysis it takes four years on the average to graduate a candidate for master's degree.

To conclude this section, I would like to mention that the Ahmadu Bello University programme, which utilizes long vocations, is unique in the two regions. The University of Guyana comes closer to this in its post graduate diploma in education. It utilizes week-ends and long vacations to enable students who are full-time at work to complete their graduate diploma in one year. I have not been able to verify whether the master of education programme at the University of Guyana is organized along the same lines. What is important about organizing programmes that utilize long vacations is that candidates can continue working full-time. They could also bring their immediate and on going experiences to enrich the classroom discussions. Possibilities of trying some of the theories learnt during the lectures on the working environment are greater. Should the theories succeed or fail, there are possibilities for discussions in classroom situations later. However, arrangements would have to be made to ensure that university lecturers affected have vacation at some point within the academic year.

Courses Offered for Graduate Programmes in Educational Administration

For the benefit of our discussion I have listed courses offered by two universities in the region and in the appendix there are detailed course descriptions taken from two other universities.

The University of Zimbabwe offers a wide range of courses for a Master of Education (Administration).

Candidates are required to take the equivalent of ten full courses listed below:

1. Research Methodology;
2. Evolving Concept in Educational Administration;
3. Administration of Intercultural Education;
4. Administrative Processes in Education;
5. Personality Theories and Development;
6. Psychological Foundations of Curriculum Development;
7. Administration of Education in Zimbabwe;
8. Supervision of Educational Personnel;
9. The Role of the Administrator;
10. Organization of Schools;
11. Educational Planning;
12. Economics of Education;
13. Measurement and Evaluation;
14. Programme Evaluation;
15. Adaptive Processes in Educational Organization;
16. Administration and Student Personnel;
17. The Administration and Organization of Higher Education;
18. Administrative Science and Educational Administration;
19. The Politics of Education.

These are half courses except Research Methodology which is a full course.[12] What this means is that candidates must take most of the courses listed above. In addition, candidates are required to write a dissertation which counts for two full courses. One course requires special mention: "Administration and Organization of Higher Education." You will recall I had expressed concern in this area. Therefore, the inclusion of that course in the master of education administration is a step in the right direction. I would like more courses developed to cater to increasing demand for highly qualified administrators in our universities and other institutions of higher learning.

Kenyatta University College, University of Nairobi, provides another example of the course outline for the Master of Education degree in Administration, Economics and Planning. The following is the course outline:

1. Principles of Economics and Planning;
2. Overview of Educational Administration;
3. General Course in Curriculum Development;
4. Research Methodology;
5. Theories of Administration;
6. Primary School Administration;
7. Secondary School Administration;
8. Fundamentals of National Education and Administration;
9. Policies and Educational Institutions;
10. Micro Economics of Education;
11. Macro Economics of Education;
12. Education and Socio-Economic Development;

13. General Problems of Educational Planning in Developing Countries;
14. Methodologies of Educational Planning with Special Reference to Developing Countries;
15. Planning for Change in Educational Systems;
16. Administrative Factors and Educational Planning.[13]

The first four courses are compulsory. Those majoring in administration take the five courses immediately below the compulsory ones. The remaining eight courses are taken by those majoring in economics and planning. In addition to the courses, the University of Nairobi, like the University of Zimbabwe, requires candidates to write a thesis as a partial fulfillment of the requirement for the Master of Education (Administration). However, the candidates of M.Ed. of the University of Zimbabwe are required to take more courses and complete theses within one year, while at the University of Nairobi less courses are offered and candidates spend a whole year writing theses.

Course Descriptions For Graduate Programmes in Educational Administration

Samples of course descriptions for Master of Education Administration appear in the appendix. The first appendix shows the course description of the Master of Education Administration and Planning of Bayero University in Nigeria. The appendix two shows the Postgraduate Certificate of Educational Management and Administration at Cave Hill, the University of West Indies. Ironically, course one listed by the two universities are very similar. Courses on Research Techniques, Evaluation and Assessment taught at Cave Hill do not seem to have their counterparts at Bayero University, while courses related to educational planning offered by Bayero University do not seem to have their counterparts at Cave Hill College. One can, therefore, conclude that there are similarities and differences between the courses offered for graduate programmes in the Universities of the Commonwealth Caribbean and Africa just as the history of the two regions have similarities and differences. Perhaps there should be a move to narrow our differences through exchange programmes. There is a significant omission, however, on all the courses I have analyzed and discussed with you. None of them seems to address itself to financial management. Unless that aspect of educational administration is covered elsewhere, perhaps we should ask ourselves, "Why the omission and what can be done about it?"

APPENDIX I

Bayero University, Nigeria

Course Descriptions--M.Ed. Administration and Planning

Unit One: Organizational Theory and Roles.
Characteristics of Social Organizations; The Concept of Bureaucracy; Organizational and Management; Application of Management; Principles of Schools; Role Theory; Role Conflict; The Role of the Secondary School Principal.

Unit Two: Administration of Nigerian Education.
Federal Government Policy on Education; The Role of the Federal Government; The Role of the State Government; The Role of the Local Government.

Unit Three: The Universal Primary Education.
Aims and Implementation of the U.P.E. Scheme; The 1976 U.P.E.; Effects of the U.P.E. on Manpower; Changes in Secondary Education as a Result of the U.P.E.

Unit Four: Educational Development and Planning.
The Role of Education and Social and Economic Development; The Concept of Human Resources and Their Development; The Definition, Substance, Strategy and Subject Matter of Educational Planning and Organization; Methods and Principles of Educational Planning; The Basic Activities in Preparing a Draft of the Educational Plan.

Unit Five: Approaches to Educational Planning.
Social Demand Approach; Manpower Forecasts; Cost-benefit Analysis; Normative Method; Saturation Co-efficient.

Unit Six: Aspects of Educational Planning.
Qualitative Aspects; Administrative Aspects; Social Aspects.[14]

APPENDIX II

University of West Indies--Cave Hill

Course Descriptions: Certificate in Educational Management and Administration

1. Theories of Organization and Administration.
   A study of organizational theories and their application to educational institutions and an examination of the dynamics of the behaviour of the educational administrator, including role theory and role conflict.

2. School Organization and Administration.
   This is the major section of the course; it is concerned with the organization, administration and evaluation of educational systems and institutions.

3. The Government of Education and Educational Organizations.
   The Government of Educational Institutions; Institutional and Central Political Framework; Organs of Influence, etc. laws, rules and regulations.

4. Research Techniques and Research Into Organization.
   An introduction to basic research techniques that are particularly suited to the study of educational problems and organizations.

5. Evaluation and Assessment.
   The evaluation of pupil achievement, teacher effectiveness, instructional programmes, schools, etc.[15].

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